

# THE IMPORTANCE OF ARTISTIC WORKS IN THE AESTHETIC PERCEPTION OF THE WORLD

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**Abstract:** This article analyzes the role of literary works in shaping the aesthetic perception of the world. It explores how literature influences the formation of human consciousness, spirituality, and aesthetic taste, as well as its function as a tool for aesthetic education. The paper also discusses effective methods for developing aesthetic thinking in students through the study of literary texts.

**Keywords:** aesthetic perception, literary work, beauty, aesthetic education, literature, aesthetic taste, spirituality, artistic thinking.

## INTRODUCTION

Understanding human life solely through practical knowledge and facts is not enough. Aesthetic perception plays an important role in human thinking for understanding the beauty of life, emotions, and human values. Aesthetic perception is a person's perception of the world and the environment not only through thinking, but also through feelings. It teaches a person to understand beauty, appreciate beauty, and evaluate life events from an aesthetic point of view.

Works of art affect the most sensitive layers of the human psyche. Through them, a person has the opportunity to understand themselves and others more deeply, to perceive human emotions, and to expand their thinking. Literature is not only a source of information, but also an important means of shaping the aesthetic and spiritual world of a person, developing his emotional and intellectual aspects.

Works of art evoke aesthetic pleasure in the human soul, develop a desire for beauty and aesthetic taste. At the same time, literature teaches a person not only to feel, but also to evaluate with thinking. Each work of art allows the reader to journey into their inner world, to see the events from different angles, and to evaluate them aesthetically.

Modern life is developing rapidly, the flow of information is growing, and technology has become an integral part of our lives. In these conditions, directing the human soul towards beauty, humanism, and spiritual values becomes a pressing issue. In this process, works of art play an important role not only in the formation of aesthetic taste, but also in the formation of moral and spiritual norms.

Therefore, the issue of forming aesthetic perception through works of art is important not only for philology or art sciences, but also for the education system and personal development in general. This article is aimed at highlighting the role of literary works in the aesthetic perception of the world, their influence on the human psyche, and the methods of developing aesthetic perception in the educational process.

## MAIN PART

A work of art differs from other types of art as the main source that forms a person's aesthetic perception. It is the art of words, figuratively expressing a person's inner experiences, mental



state, aspirations, and faith in goodness. Literature teaches a person not only to know reality, but also to feel, understand, and evaluate it aesthetically.

The perception of beauty is the most subtle form of human thought. Literary works encourage the reader to think figuratively, to look at events from an artistic point of view. For example, in Abdulla Qodiriy's "Days Gone By," the reader not only knows historical events but also feels the spirit of that era and the beauty of human emotions. Thus, the work serves the formation of aesthetic perception.

The aesthetic influence of literature awakens moral and spiritual values in the reader's heart. Because through an artistic image, a person understands themselves, society, and relationships in life more deeply. The depiction of such contradictions as good and evil, beauty and ugliness, love and hatred in a work of art encourages the reader to think and feel. As a result, a person learns to perceive life not only by its external features, but also by its aesthetic and spiritual content.

In the educational process, there are effective methods of forming aesthetic perception through works of art. Firstly, in the process of analyzing the work, it is necessary to direct the reader to think about images, symbols, emotional expressions. Secondly, it is necessary to teach the elements of beauty in the work - the depiction of natural landscapes, human emotions, the melodiousness of speech, and the sense of artistic means.

In addition, the use of aesthetic questions and tasks in the teaching of the work is effective: for example, questions such as "What is the beauty of this work?," "How did you feel the mental state of the characters?," "What feelings did this event evoke in you?" direct the student to emotional thinking, emotional perception.

Literature develops artistic thinking in a person - that is, a person begins to see any reality from the point of view of art, with an aesthetic eye. Such thinking strengthens the desire for beauty, goodness, and creativity. As a result, a person relies on aesthetic values in their life, accepts beauty as a criterion in the culture of communication, dress, speech, and thinking.

Works of art also form emotional intelligence in a person. Sympathy for the experiences of the characters, entering their inner world - this develops the reader's feelings of empathy, patience, kindness, tolerance. In this respect, literature, along with aesthetic perception, is also a powerful tool for moral education.

The teacher's activity plays a significant role in the formation of aesthetic perception. The teacher should organize the lesson not just to explain the content of the work, but to penetrate the student's emotional world, to awaken in him sensitivity to beauty. Every work should give the reader not only knowledge, but also spiritual nourishment and aesthetic pleasure.

Works of art play an active role in the formation of a person's aesthetic perception in a number of key aspects. First of all, they develop the student's imagination and fantasy. For example, poems, stories, and novels introduce the reader to various aspects of reality. Every image, event, or environment evokes figurative and emotional thinking in the reader's mind. Thus, the reader feels the events not only in action, but also in their inner world, learning to see them from different angles. This process develops the student's visual and emotional perception, directs them to appreciate beauty, and forms aesthetic taste.

The second aspect is that through works of art, the reader understands life and human values. In folk tales, examples of classical and modern literature, such concepts as positive and negative behavior, human qualities, love, and justice are reflected. Through these works, the reader develops skills in making moral decisions, distinguishing between good and evil, and understanding social norms. At the same time, works of art teach the reader to understand the



feelings of others, to empathize, and to perceive human relationships more deeply. For example, the complex characters in the works of Dostoevsky or Tolstoy force the reader to understand the subtle aspects of the human psyche.

Thirdly, works of art form the aesthetic taste of the reader and deepen their thinking. The process of analyzing the text, depicting images, comparing events, and connecting them with other events develops the student's thinking. At the same time, works of art strengthen the reader's ability to think creatively. For example, through dramatization lessons, group discussions, and creative writing exercises, the student interprets the text in their own way, creates new images, and illuminates events differently. This further enriches his aesthetic perception and creative thinking.

The use of interactive methods in the educational process of works of art further increases their effectiveness. For example, students actively react to the text by drawing a picture based on the text, staging events, or writing an essay from the point of view of the characters of the work. This process strengthens the reader's internal connection with the text, directing them not only to reading but also to feeling and perceiving the text. At the same time, the discussion of works of art, critical thinking, and creative analysis serve the intellectual and emotional development of the student.

As a result, works of art not only teach a person to aesthetically perceive the world, but also enrich their personal development, emotional growth, and cultural thinking. Therefore, enriching the process of reading literary works with interactive, creative, and analytical approaches is of great importance for every teacher and student.

## RESULT

It is clear that works of art are of immeasurable importance in human life. They not only allow aesthetic perception of the world, but also serve the emotional, intellectual, and cultural development of the student. Reading literary works expands a person's imagination, teaches them to see reality from different angles, and helps them understand life and human values. At the same time, the process of analyzing texts, comparing events, and interpreting images deepens the student's thinking and develops their creative abilities.

Works of art also contribute to the development of empathy and cultural thinking. By familiarizing themselves with the life experience of different nations and cultures, the student forms a global worldview, deeply perceives human and aesthetic values. Therefore, the process of reading literary works is not only an educational process, but also an important means of personal growth, broadening one's worldview, and achieving emotional maturity.

Thus, works of art enrich a person's spiritual world, directing them to appreciate beauty, creative thinking, and understanding of life values. Enriching the process of working with works of art for teachers and students through interactive and creative methods makes this process more interesting, effective, and aesthetically meaningful for the student. As a result, through works of art, a person perceives the world not only through reading, but also through feeling and understanding, which creates the main foundation for their personal and cultural development.

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